**Non-violent Action: A Force for Change**

**Title: Sheffield’s Anti-Apartheid Movement**

**Introduction to lesson:**

This lesson was devised and used by the late Mark Hutchinson, a history teacher at High Storrs Secondary in Sheffield. In the lesson, students use photo documentation from the 1980s when Sheffield became the first local authority to pledge that it would end all links with apartheid ([see Sheffield and Anti-Apartheid Movement study guide](https://www.sheffield.gov.uk/sites/default/files/docs/libraries-and-archives/archives-and-local-studies/research/sheffield-and-antiapartheid-movement-study-guide.pdf)) The main focus of the lesson is on the visit of Marti Caine to the Sheffield Crucible Theatre in 1984 and the protests surrounding this. We are grateful to the [AAM Archives Forward to Freedom](https://www.aamarchives.org/) committee for granting us permission to use some of the images.

**Curriculum links:** History, Citizenship, English

**English National Curriculum for Citizenship links**: **KS2** Knowledge, skills and understanding: ‘1a talk and write about their opinions, and explain their views, on issues that affect themselves and society’; ‘2a to research, discuss and debate topical issues, problems and events’; ‘2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities’; ‘2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences’; ‘2f to resolve differences by looking at alternatives, making decisions and explaining choices’; ‘2h to recognise the role of voluntary, community and pressure groups’.

**KS3** ‘Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action’; ‘Pupils should be taught about…the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities’; ‘Pupils should be taught about the precious liberties enjoyed by the citizens of the United Kingdom’.

**Learning outcomes:**

* To analyse historical source material to understand a UK’s city’s role in the South African anti-apartheid movement
* To understand some different methods used in the UK anti-apartheid struggle
* To consider different points of view on the cultural boycott of South Africa under apartheid using Marti Caine’s role in Funny Girl as a case study.

**Concepts:**

* Solidarity
* Anti-apartheid
* Boycott
* Racism

**Key vocabulary:**

Apartheid

Boycott

Petition

Pass book

Segregation

Picket

**Resources needed:**

RS98: Background cards (printed out)

RS99: Key events cards (printed out)

RS100: Groups engaged and tactics used cards (printed out)

Power Point (if needed)

**a. Starter activity**

|  |  |
| --- | --- |
| **Activity** |  **Time** |
| Sort students into 3 groups: ‘Background’ (RS98), ‘Key events’ (RS99) and ‘Groups engaged and tactics used’ (RS100) and give each group a set of cards (colour coded).1.Sequencing exercise: sort cards into correct order based on information on the cards.

|  |  |
| --- | --- |
| **1. Background to Apartheid**  | **2. Key events in the Funny Girl story** |
| i. Sharpeville  | A. December 1980, UN ban South Africa |
| ii. 1970s economic/social inequality | B. October 1983, Marti Caine banned |
| iii. Apartheid introduced | C. May-June 1984, show’s Sheffield run |
| iv. Anti-Passbook protest | D. February 1984, show announced |
| v. Mandela’s Rivonia Trial | E. May 1984, opening night |

|  |
| --- |
| **3. Groups engaged (WHO?) and - tactics used (How?) to end Apartheid (By card No.)** |
| 1. Crucible staff petition | 6. Anti-Apartheid group letter to Marti Caine |
| 2. Miners support | 7. Music artists free concerts for ANC  |
| 3. Local people picket theatre | 8. Anti-apartheid protesters ban on South African goods |
| 4. Black community (e.g.) held meetings | 9. Yorkshire MPs Parliamentary voice |
| 5. Anti-Apartheid group withdraw from bank  | 10. Delegates voted against apartheid |

 | 15 mins. |
|  |  |

**b. Main activities**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| 1. Key vocabulary: find out the meanings of the following words or terms found on the cards:

|  |  |  |
| --- | --- | --- |
| **Background (with card no. 1, 2)** | **Key Events (with card letter)** | **Groups & Tactics (card no.)** |
| i. Natives, Coloured & Indians | A. resolution | 1. petition  | 6. biased |
| ii. apartheid | B.‘inter-racial’ | 2. union | 7. resolution |
| iii. segregate | C. cabaret | 3. picket | 8. boycott |
| iv. pass book | D. injustice | 4. overseas | 9. campaign |
| v. Nelson Mandela, ANC | E. picket | 5. account | 10. delegate |

 | 10 mins |
| 2. Picture sharing: each group to share how one of the pictures in their pack helped them to understand the area of the topic they were asked to consider:a) Background (South Africa)How did the picture you wish to share give you an idea about the system of apartheid? AND/OR How did the picture you choose to share give you an understanding of what some in South Africa thought about the setting up of the apartheid system?b) Key event (‘Funny Girl, Sheffield)How does the picture explain why Marti Caine or Sheffield Theatres wanted to be involved in the production of the musical comedy play ‘Funny Girl’? AND/ OR Why do you think some people in Sheffield were either a) for or b) against the idea of Marti Caine being in the Sheffield production of ‘Funny Girl’? c) Groups (who?) and tactics used (how?)Choose a picture that shows how a group are supporting the cause of anti-apartheid. Could you give a reason why you think the group you can identify from the picture would have given their support to the anti-apartheid movement? AND/ OR Can you give a reason(s) using a picture, why you think their tactic (say what it is), would or would not have worked in attracting people from Sheffield to support the anti-apartheid cause? | 30 mins |

**c. Reflection and suggested follow-up activities**

Choose ONE of the following tasks to do, as a way of thinking about what you have learnt about trying to bring about change:

1. Design/draw a badge

Many groups such as the African National Congress ANC and others had badges to represent who they were and or what they were fighting for. Devise (draw) a badge for a cause you care about.

1. Through song, prose or poetry

Both in South Africa and around the world protestors often turned to singing whilst they were campaigning via pickets, marching or standing outside Barclays or supermarkets. Make up a song or poem you would wish to write for a cause you believe in.

1. My Response

Write a letter to the Sheffield Star in response to either A or B from an activist trying to bring about peaceful change today

A **‘We would stand outside… people would say… “There are three of you. How can you persuade (others)… to change?”’**

Can a few people really persuade (others) to change their minds, habits by standing in the cold? How? Why?

**OR**

B **‘We were always a solidarity movement. We supported (others) in bringing change’**

Should you get involved in the causes that are not about you i.e. groups in far off places or from other social groups than you? For example someone of a different racial, social, gender group than you.